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ABSTRACT

To discover the institutional affiliation of those scholars publishing articles in "Reading World" and to determine if there were differences among those institutions when the size of the reading faculty was taken into consideration, all articles and research studies published in that journal from October 1978 through May 1983 were reviewed. Following an established research procedure, each article or study was given a credit of 1.0. When more than one author and institution appeared in a contribution, credit was assigned proportionally to each institution. After credits were assigned, a count was made to determine the number of articles or studies contributed by each institution. Then, a list of those institutions contributing more than three articles or studies was made. Results indicated that seven institutions accounted for approximately 16% of the possible credits: (1) University of Georgia, (2) Kansas State University, (3) Northern Illinois University, (4) Texas A and M University, (5) University of Delaware, (6) West Virginia University, and (7) University of Connecticut. When the size of the reading faculty was taken into account, there was a change in the rankings, with the University of Delaware, Texas A and M, Northern Illinois University, the University of Connecticut, and the University of Georgia comprising the top five institutions. (FL)

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A Study of Institutional Productivity in Reading World : 1978-1983

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Running head: A STUDY OF INSTITUTIONAL PRODUCTIVITY

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Abstract

Credits were assigned to articles and research studies to identify the top institutions publishing in Reading World from October, 1978 through May, 1983. A further analysis considered the size of the faculty assigned to the institution's reading program. Institutional rankings changed when the size of the reading faculty was considered. Another finding was that 12 institutions contributed 25% of the articles and research studies published in Reading World during the five-year period investigated.

A Study of Institutional Productivity in Reading World : 1978-1983

Hundreds of manuscripts crossed my desk during my six-year tenure as Associate Editor of Reading World. Many of those manuscripts were ultimately rejected after an impartial review by members of the Editorial Advisory Board. Approximately 25% of the remaining manuscripts, representing articles and research studies, were published. I couldn't help but notice that manuscripts from some institutions appeared more frequently than others. That observation provided the stimulus for the research report that follows.

Basically, I wanted to answer two questions. First, what are the top institutions publishing in Reading World? Second, are there differences among these institutions when the size of the reading faculty is taken into account?

To answer the questions posed, articles and research studies from volumes 18 through 23 (October, 1978--May, 1983) of Reading World (RW) were used. Regular columns and book reviews were omitted. Following a procedure used by Cox and Catt (1977), Guba and Clark (1978), Hopkins (1979), and West (1978), each article or research study was given a credit of 1.0. When more than one author and institution appeared in a contribution, credit was assigned proportionately to each institution. For example, if three authors from three different institutions were listed for a contribution, each institution received .33 credit. After credits were assigned, a count was made to determine the number of articles and/or research studies contributed by each institution. Then, a listing of those institutions contributing more than three articles or research studies was made. Table 1 contains the top seven institutions. The credits assigned to these institutions accounted for approximately 16% of the possible credits.

Insert Table 1 about here

In addition to the top seven institutions, five institutions had three credits: California State University at Northridge, Iowa State University, Louisiana State University, San Diego State University, and the University of Arizona. Adding the credits from these five institutions to those of the top seven institutions resulted in 44 credits or approximately 25% of the total possible credits. In other words, it would be fair to say that a dozen institutions accounted for about 25% of the articles that appeared in RW during the years covered by this investigation.

To answer the question about the impact of reading faculty size on institutional productivity, Graduate Programs and Faculty in Reading (Blomenberg, 1981) was consulted. This publication lists information for over 300 graduate programs in reading, including the number of faculty assigned to reading programs. Each of the 12 institutions was looked up in this publication to determine faculty size. This information was available for 10 of the 12 institutions. Data were not available for Iowa State University and West Virginia University. For the 10 institutions, an index of institutional productivity was determined by dividing the number of credits by the number of faculty members assigned to each reading program. The resulting ranks are shown in Table 2.

Insert Table 2 about here

No institution averaged more than one credit when faculty size was taken into account. A majority of the institutions averaged about half a credit--this would be roughly equivalent to each faculty member contributing, on the average, half of an article. Because of the differences in institutional rankings in Tables 1 and 2, it would be fair to say that how institutional productivity is measured has a considerable impact on the resulting ranks.

Although it is easier to assign credits to institutions without regard to the size of the faculty, the results of this study could lead one to the conclusion that faculty size is an important variable to be considered when assessing institutional productivity in journal publications.

In summary, this study identified the top seven institutions publishing in RW from October, 1978 through May, 1983. When the size of the reading faculty in each institution was taken into account, there was a change in the rankings. Although many different institutions have articles published in RW, the 12 institutions listed in this study contributed 25% of the articles. That finding, in and of itself, is significant for the institutions identified.

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Table 1

The Top Seven Institutions Contributing to Reading World: 1978-1983

Institution	Credits	Rank
University of Georgia	6.5	1
Kansas State University	4.0	2.5
Northern Illinois University	4.0	2.5
Texas A & M University	3.83	4
University of Delaware	3.5	5.5
West Virginia University	3.5	5.5
University of Connecticut	3.33	7

Table 2

Index of Institutional Productivity Based on the Number of Faculty Members Assigned to Reading Programs

Institution	Credits	Faculty Size	Index	Rank
University of Delaware	3.5	4.0	.87	1
Texas A & M University	3.83	6.0	.64	2
Northern Illinois University	4.0	6.5	.62	3
University of Connecticut	3.33	5.5	.61	4
University of Georgia	6.5	11.0	.59	5
Kansas State University	4.0	7.0	.57	6
Louisiana State University	3.0	5.5	.55	7
San Diego State University	3.0	7.25	.41	8
California State University at Northridge	3.0	8.0	.38	9
University of Arizona	3.0	10.7	.28	10

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